

CONTINUITY OF EDUCATION AND THE TRANSFER OF  
PUPILS FROM PRIMARY TO SECONDARY EDUCATION  
IN THE EDINBURGH CITY DIVISION OF LoTHIAN  
REGION EDUCATION AUTHORITY.

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and patience.

T. G. COY.  
(SUMMER 1979).



## SUMMARY

This dissertation examines how the continuity between the primary and secondary stages in education, advocated by a succession of government reports, is achieved between six Edinburgh secondary schools and their feeder primaries. The first chapter refers to some of the official reports which comment on this problem and to some of the research into how pupils adjust to the first year of secondary education. It also outlines how this present research was conducted.

The second chapter presents details of Lothian Regional Policy on the transition between these two stages in education together with information on current Regional initiatives in this matter.

Chapter Three deals with the means whereby the schools studied first establish liaison between primary and secondary and the types of information on pupils transferred. Further links over curricular continuity are examined in chapter four and the views of pupils on transfer, together with the means adopted by the secondaries to reduce the anxieties of transition, are set out in chapter five.

The final chapter presents the conclusions drawn from the evidence collected and the sources studied.

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## CHAPTER ONE:

### General Introduction and Outline of Research Method Employed.

The growth of secondary education for all in Britain in the years after 1926<sup>1</sup> has been accompanied by consistent support in official reports for continuity of education for pupils as they move from primary into secondary schooling. In 1931 the Hadow Committee report on the Primary School maintained

"It is true indeed that the process of education from the age of 5 to the end of the secondary stage should be envisaged as a coherent whole ...."<sup>2</sup>

The same report, in recognising the differences between the stages in education, also recommended that the transition from primary to secondary should be smooth and gradual. Twelve years later the government White Paper on Educational Reconstruction recognised the principle that education is a continuous process conducted in successive stages. In 1967 the influential<sup>3</sup> Plowden Committee Report devoted a chapter to the transition between primary and secondary education,

1. CONSULTATIVE COMMITTEE OF THE BOARD OF EDUCATION REPORT: "The Education of the Adolescent". This recommended the transfer of all children to secondary schools at age eleven or twelve.
2. CONSULTATIVE COMMITTEE OF THE BOARD OF EDUCATION REPORT: "The Primary School" p.70.
3. CENTRAL ADVISORY COUNCIL FOR EDUCATION REPORT: "Children and their Primary Schools". DEPT. OF EDUCATION AND SCIENCE 1967. pp. 158-166.



again emphasising the value of continuity of educational experience for pupils and of contacts between staff from the two stages. The same report also sounded a note of warning by suggesting that there is a gulf between teachers in the primary and the secondary schools. This discontinuity was commented on also by the Inspectors' Report on "Primary Education in England" (1978) which claimed that "... the importance of continuity in the curriculum of the schools was largely overlooked."<sup>1</sup>

A report<sup>2</sup> from the Scottish Inspectorate in the same year emphasised the principle of continuity in education by concerning itself with a particular group of pupils in both stages, but saw the "transfer" period bringing changes for most pupils "... which are the most radical they are likely to experience in all their school days."

The process of transfer from primary to secondary education can, it appears, be a momentous one for many pupils. A great deal of attention has been given to the question of the age at which most children are ready to make this transition and there is a difference of opinion on this between Scotland, where the age of 12+ is favoured, and England with its commitment to 11+ or even to a double transfer at around 9 and again around 13 years. Similarly the matter of selection at the

1. H.M.I. SURVEY: "Primary Education in England" DEPARTMENT OF EDUCATION AND SCIENCE. 1978. p. 39.
2. H.M.I. REPORT: "The Education of Pupils with Learning Difficulties in Primary and Secondary Schools in Scotland". SCOTTISH EDUCATION DEPARTMENT. 1978. p.25.

time of transfer has proved very controversial in the past, though this issue has been resolved in the public section in Scotland by the introduction of comprehensive secondary schools since 1965. Relatively little research has been carried out into the pressures at work on pupils as they approach and pass through the transition from primary to secondary schooling. As part of his research into the age of transfer and transition to secondary school Entwistle (1966, 1969)<sup>1</sup> investigated factors affecting the progress of children in first year of secondary education and particularly the "improvers" and "deteriorators". The research concentrated on social and intellectual influences on children's progress in the first year of secondary school. The actual repercussions of transfer itself were the subject of research by Dutch and McCall (1974)<sup>2</sup> who examined the benefits to children from several schools, brought together in a transition class prior to the final transfer to secondary school. Attitudes to transfer formed the subject for research in Nottinghamshire by Youngman and Lunzer<sup>3</sup> but in this case there was no attempt to examine attempts made to smooth the process of transition itself. Finally, a

1. ENTWISTLE, N. J.: The Transition to Secondary Education M.E.D. Thesis. University of Aberdeen. NISBET, J.D. AND ENTWISTLE, N.J. The Transition to Secondary Education. University of London Press. 1969. pp.58-77.
2. DUTCH, R.D. AND MCCALL, J. : "Transfer to Secondary Education" in the British Journal of Educational Psychology. 1974 pp.282-9.
3. YOUNGMAN, M.B. AND LUNZER, E.A. : "Adjustment to Secondary Schooling". Nottingham County Council 1977.

range of factors which might influence pupil adjustment in first year of secondary education was studied by Loosemore (1978) in Birmingham, in particular intellectual, psychological and social aspects of <sup>1</sup>pupils.

It is clear from the research which has been carried out that how successfully any child adjusts to the movement from primary to secondary school depends upon a mixture of psychological, intellectual and social factors; but it also seems likely that a successful transition for any child will depend upon the prior school experience of the pupil. Children from primary schools, especially the smaller primaries, making the transition to a large and complex secondary are likely to face considerable problems and anxieties caused by the numbers attending their new school and the size of the school building itself. Likewise, pupils used to working under an integrated day structure in primary, and used to a large measure of freedom and responsibility in their normal school working day, may find difficulties in adjusting to a subject and teacher centred approach as used by the majority of secondary schools. The transition from a single teacher to up to 20 teachers in one week will cause difficulties for some children, particularly the less able or mature. It is, indeed, hardly surprising that only a very small percentage of

1. LOOSEMORE, J. : "First Year Adjustment in the Secondary School". Collected Original Resources in Education 2. 1978.

pupils in primary appear completely happy at the prospect<sup>1</sup> of moving to secondary school.

A smooth transfer and continuity of educational experience between primary and secondary schooling also depends upon liaison between teachers in the two sectors, to achieve knowledge of the experience and development of pupils before the transition and in the first year of secondary school this argument appears clearly in the Hadow Report (1931)

"It is most important THAT THE TEACHERS  
IN ALL TYPES OF SECONDARY SCHOOL KEEP IN  
CLOSE TOUCH WITH THE TEACHERS OF THE  
CONTRIBUTORY PRIMARY SCHOOLS..."<sup>2</sup>

(emphasis as in the report). Yet teacher training in Scotland tends to emphasise the gulf between the stages by separating students into those preparing for primary teaching and those aiming for work in the subject departments of secondaries. Only a few students study for a specific Bachelor of Education degree in colleges such as Moray House which prepares them for teaching in either primary or younger classes of secondary school. Students entering colleges of education to study for the diploma which qualifies them to teach in primary schools usually come straight from the secondary school and spend three very full years studying and practising to gain the knowledge and skills required of a primary

1. NISBET, J.D. AND ENTWISTLE, N.J. The Transition to Secondary Education 1969. p.85. Quoting evidence from research by MURDOCH (1966) into children's writings about transfer.
2. HADOW REPORT: p.71.

teacher today. Student teachers preparing for secondary teaching usually enter the colleges (of education) from tertiary education and spend one very crowded academic year gaining the essential knowledge and techniques they require. Normally, neither group of students will learn much about the work of the other. Some secondary student teachers may visit a primary school, and in subjects such as art and music there may be even more attention given to work in both stages.

Partly as a result of the pattern of teacher training outlined, the teaching profession is clearly divided between primary and secondary. There is even a difference in status between the two, emphasised by the differing salary and promotion structures relating to the two groups of teachers. As curriculum planning and decisions on methods of teaching are largely the responsibility of individual schools these are likely to be planned without reference to or knowledge of what is being done in the other stage of education - as the English Inspectorate Report (1978) suggested. (see p.2.). As a result there are wide differences in methods of teaching between primary 7 and first year secondary classes. In the former the usual approach is child-centred and activity based, while this is usually replaced by a subject centred passive learning system in the majority of secondary schools. As a result a child may go between July and August from a predominantly small group, child-centred and activity based learning situation to a class based, subject centred, passive learning system in his new school. In such cases a



considerable adjustment in terms of attitudes and approaches to learning is demanded of pupils.

Lack of continuity arising from a division within the teaching profession and an absence of specific knowledge of the curricula and methods of teaching in the primary school is intensified by a tendency among some secondary teachers to ignore information coming with pupils to the secondary school. This, when it does happen, is frequently based on the argument that children deserve a fresh start when they move from one stage to the next. As a result such teachers prefer to rely on their own diagnostic tests of pupils carried out during the first weeks of the pupils' secondary school career and to ignore the primary teacher's comments and assessments on the transfer form which precedes pupils as they move from primary to secondary school. Nor do many teachers appear to look at examples of a pupil's work from the primary school, in any of the secondaries studied in the course of this research. The reliability of any assessments of pupils' work in the first weeks of attendance at secondary school is suspect, both because of the influences of anxieties caused by the transfer itself, and the adverse effect on children of the long summer holiday causing them to forget much of both content and skills learned in primary in some cases. For this reason two of the secondary schools studied prefer to carry out diagnostic testing in English and Mathematics in the feeder primaries before the children actually transfer, towards the end of the summer term.



In addition to problems in achieving continuity of education from primary into secondary which arise from the factors such as different sizes of schools, methods of teaching and an absence of effective liaison between teachers at class level there is also, apparently, a lack of knowledge on the part of pupils making the transfer about a number of aspects of life in the secondary school. The surveys carried out in this research in both primary and secondary schools of pupils' views about transfer revealed a great desire for more information to be made available about the secondary schools before the transition was made. Children in primary 7 classes are worried about getting lost in the secondary, about the amount of homework they may have to do, as well as about the level of secondary school work in general. They are also very concerned about bullying and ritual violence in the first days or on birthdays, heard about as stories or rumours from older children. The worry, even fear in some cases, resulting from ignorance or ill-founded rumours can make the transfer from one stage of education to the next a far from smooth and readily accomplished process.

Continuity in education as pupils make the transition from primary to secondary schooling is not easy to achieve in the face of the problems arising from pupil anxieties and attitudes to transfer. The gulf between the stages is widened by the split in the teaching profession itself into primary and secondary teachers, arising largely from the organisation of teacher training, and which can easily lead to misconception and even almost total ignorance of content and methods of teaching in

stages other than that for which a teacher is specifically prepared. Yet it appears that a measure of success is being achieved in establishing links between schools, easing the transfer of pupils and maintaining a continuous process of education between primary and secondary education.<sup>1</sup> This dissertation is an attempt to describe and comment on how and to what extent continuity of educational experience is attained as some 1500+ pupils transfer from primary schools to six secondary schools in Edinburgh in 1979.

The research was carried out by means of interviews of head teachers, promoted staff and teachers in six Edinburgh secondary schools and 20 of their feeder primaries. In addition, over 300 primary 7 children provided answers to a structural question regarding transfer and almost 600 pupils presently in first year secondary<sup>2</sup> answered 20 questions in a questionnaire<sup>3</sup> issued towards the end of their second term in secondary school. The six secondary schools studied were chosen to represent as far as possible a range of types which exist within the Edinburgh City Division of the Lothian Region Education Authority. The primary schools were

1. H.M.I. "Progress Report on Pupils with Learning Difficulties". Scottish Education Department 1978. p.25.
2. From this point on the abbreviation P.7 is sometimes used to denote primary 7, the last year in Scottish primary schools, and S.1. is used to denote first year in secondary.
3. Both the structural question and the questionnaire are included in the appendices.

chosen at random from the five feeder primaries usually allocated to each secondary school in the Edinburgh City Division. The secondary schools are identified by code letters A to F, at the request of the Divisional Education Office, and can be differentiated as follows:

SCHOOL A - A smallish (700 pupils) new school on the edge of the divisional area, with a catchment area which is part urban but largely rural. School in process of being expanded.

SCHOOL B - A larger (1500 pupils) new school drawing its pupils from a suburban area and including a fairly large element of private housing.

SCHOOL C - A fairly large (1600 pupils) modern school in a suburban area, drawing a lot of its pupils from housing estates of rental properties and having an annexe for its S.1 and S.2 classes some distance from the main school.

SCHOOL D - An inner city type of school with around 1500 pupils in an old school building surrounded by tenements and with its S.1 and S.2 classes in an annexe some distance from the main school.

SCHOOL E - A very new community school, still in the process of building up pupil numbers, situated in the suburban area in the middle of a large, new housing development of rental properties.

SCHOOL F - A modern and fairly large denominational school (1600 pupils) with a very dispersed catchment area and involved in bussing pupils from various parts of the city to school.

In each case a letter and telephone call to the secondary school was followed by a meeting with the head teacher or deputy and thereafter with senior staff members involved in liaison with the feeder primaries. In this way information about the general nature and management of the transfer of pupils from primary to secondary was obtained. At the same time permission was obtained to interview other members of staff concerned either with transfer or the teaching of pupils in S.1., particularly teachers from the English Mathematics and Guidance departments. These teachers provided further information about links with the primary schools, especially in the area of continuity of content and methods of teaching between the stages. Thereafter, headteachers and P.7 teachers from the feeder primaries were interviewed to discover information and views on liaison and continuity in education between primary and secondary schooling.

The evidence gathered from the schools has been amplified by means of details supplied by the Edinburgh City Divisional Education Office and the Lothian Region Advisory Service. The Education Office supplied information relating to general regional policy, directives and initiatives concerned with primary-secondary transition. The advisers provided details on curriculum

development and liaison and advice on which schools could be studied.

The information, analyses and comments on primary-secondary transfer and continuity of education in the context of the schools studied are set out in six chapters of which this general introduction is the first. The next chapter deals with regional organisation of transfer and the third, fourth and fifth chapters are concerned with how various aspects of liaison and transfer of pupils into S.I. are managed by specific schools. The final chapter presents the conclusions drawn from the research.

## CHAPTER TWO:

### Lothian Region Transfer Arrangements.

Overall responsibility for transfer arrangements between primary and secondary education in Scotland lies with the Scottish Education Department to which each regional authority submits its own outline scheme for approval. The Lothian scheme was submitted and approved in 1976 and deals with the following matters:

- the constitution and function of a transfer committee
- the stages and date of transfer
- actual transfer arrangements in general outline
- parents and transfer.

The region has adopted a policy whereby pupils progress from primary to a neighbourhood secondary school and strict catchment areas have been laid down accordingly. Under the terms of the transfer scheme parents may request that children attend a secondary school outwith the catchment area in which they live, but the document warns that

"... requests by parents or guardians for placement in a school other than that designated will be considered but are unlikely to be granted ..."

The composition of the catchment areas for the 3 denominational (secondary) schools in the division differs greatly in area from that of the non-denominational schools.

Problems arising from parental dissatisfaction with the neighbourhood school are the particular concern



of the transfer committee. In fact this is its sole area of operation at present. It is a sub-committee of the education committee and its members come from that committee. Parents who wish a child to attend a secondary school other than that designated for their area are told of their right to appeal but are informed such appeals will only be successful on very restricted grounds. The first is that a sibling already attends the secondary to which the parents now wish this child to be transferred: such an appeal will normally be granted. A second basis for reviewing secondary school allocation is that transfer under normal arrangements would be contrary to the educational or other interests of the child. This appears to cover a wide range of objections but seems to have proved as difficult to appeal under as it would be to define precisely. Parents wishing to lodge an appeal receive notification of their right to do so in a letter from the head teacher of the primary school their child attends before transfer, and it is to this head teacher that intimation of appeal is first given, on a form drawn up by the region. The transfer committee considers parental appeals and its decision is notified to parents by the divisional educational officer. A further right of appeal, to the Secretary of State, exists.

It is worth emphasising again the limited role of the transfer committee. It has no responsibility at all for actual transfer arrangements made by any

school - except in the context of catchment areas - such arrangements are decided upon by the secondary schools themselves. It does not oversee or co-ordinate such administrative or other arrangements as schools may make. The region has set out in its transfer schedule that the movement of pupils between primary and secondary must take place once per year and at the start of the academic year. Normally pupils who are between 12-13 years at the start of the academic year in August will be transferred, though some pupils will be younger, between 11-12 years of age. The schedule does devote two paragraphs to transfer arrangements and consultation with parents. In the first of these the primary school is asked to provide the relevant secondary (or secondaries) with "detailed information" on each pupil's attainment in basic language and mathematical skills, together with comment on special interests and aptitudes. This information is set out on a transfer form supplied by the region. The nature and usage of this form will be considered in the next section in the context of school records. Primary schools are warned against employing any examination devised specifically for the purpose of preparing information about the pupil for the secondary school - an interesting prohibition in the light of what actually happens in several of the primaries studied during this investigation.

As to paragraph 10 of the schedule, relating to consultation with parents, the content of this has

already partly been outlined (appeals against secondary allocation), but the paragraph also lays an obligation on primary and secondary schools to offer an opportunity for parents to consult head teachers about transfer arrangements and to provide relevant information. No specific manner of communicating such information is suggested and the onus appears to fall mainly on the primary head teachers. Parents approach either the primary head or a Primary 7 teacher with questions about the secondary either because they have already some relationship with these teachers or because the secondary school and its head teacher and staff is a somewhat large, remote even daunting prospect. Only one of the head teachers (secondary) interviewed deliberately set out to see parents individually when there appeared any risk they might not be fully informed about what was in store for their children in the following August.

There is, therefore, considerable variation in the nature and quantity of information given to parents about the next stage in their child's education. In the light of the scale and rapidity of change in the organisation of schools, content of secondary education and forms of teaching this can lead to parents being very ignorant of what will face their children. This in turn produces anxiety which can communicate to the child already tense and anxious about going to a new school. Where the links between parents and primary school are not strong or where the liaison between primary and secondary is weak information vital to the

smooth and successful movement of any pupil will not reach the child. Moreover, the parent will be unable to fulfil the supportive, encouraging role which characterised the parents of the pupils who improved upon expected performance in the sample of pupils<sup>1</sup> studied by Entwistle in Aberdeen.

The regional education authority was sufficiently concerned about procedures and problems attendant upon the move of pupils to secondary education to set up a working party on this topic in the summer of 1976. The remit of this group, which was composed of head teachers from primary and secondary schools along with members of the region advisory service was

"To examine primary-secondary transfer procedures and other matters of common<sup>2</sup> interest."

Under the chairmanship of Dr. Shepherd this working party met some 15 times before producing a unanimous report late in 1978. The report is divided into an analysis of present practice in transfer and recommendations for improvements. From the outset it affirmed the importance of viewing education as a continuum from nursery upwards. It also stressed the uniqueness of every pupil's strengths and weaknesses and needs in education and laid on school teachers the responsibility

1. NISBET, J.D. AND ENTWISTLE, N.J. op. cit. pp.66-77.
2. WORKING PARTY ON PRIMARY-SECONDARY TRANSFER: REPORT. Lothian Regional Council, Department of Education 1978.

for providing a suitable set of experiences to help each child towards maturity. Thereafter the report continues:

"In the past rigid divisions between primary and secondary sectors have done much to place barriers to such progress at the time of transfer."<sup>1</sup>

This situation was blamed on lack of knowledge on the part of teachers in each sector about current practices in the other.

Consequently the content of the report covers three vital areas

- differences in size, organisation and methods of teaching between primary and secondary
- the actual procedures involved at the time of transfer
- curriculum continuity between Primary 7 and S.1.

The findings and recommendations of this report will be considered alongside the details of observed practices in the next chapter, but one of its recommendations is best considered at this point. The working party felt that the title of the transfer committee itself should be revised because it also deals with transfer of children at other points than primary-secondary, for example between two primary schools, but made no suggestion that its role be otherwise extended to include oversight of other aspects of transfer between primary



and secondary. Instead, the report makes clear its author's belief that transfer arrangements beyond the most general guidelines are best left, as at present, to informal liaison amongst the schools concerned. Such links are to be encouraged by the regional authority through the provision of time within the school timetable for staff meetings to take place across the stages - rather than after school on a voluntary basis. The possible value of a regional overview of the transition is recognised in the recommendation that the working party be allowed to continue, as a joint standing subgroup of the regional consultative committees on primary and secondary education. Its role, if this suggestion were to be acted upon, is not clearly set out in the report but it could function profitably in a variety of ways

- as a centre for the collection, ordering and analysis and dissemination of information on transfer procedures
- as the originator of structure or structures which would establish a minimum standard of liaison between primary and secondary schools.
- as a stimulant to curricular research and development in the education of the 10-14 years age group.

The findings of this report will now be considered by the full regional education committee. Already its work has been the subject of a two day conference of head teachers at Middleton Hall near Edinburgh (Dec. 1978). The reactions of those attending to both the topic and



the report were very interesting. In the first place the consensus of the general meeting seemed to be that the difficulties pupils faced in transferring to first year secondary should not be exaggerated. Most pupils, according to the majority of those present, adjust within 6-8 weeks to the demands and ways of their new school. By and large, moreover, head teachers were satisfied with the forms of liaison which now exist. In seminar groups and private conversation a number of head teachers admitted the report on transfer was causing them to re-examine this area of education in their schools and in particular the nature and extent of their links with their feeder primaries over matters such as curricular continuity. It remains to be seen how far the regional education authority will be prepared to accept the reports recommendations, particularly where these have implications for staffing, in a time of financial constraint. Similarly the teachers' unions may resist the suggestion that teachers from one sector be allowed to move to another fairly freely, though the movement towards an all degree profession may have an unlooked for benefit in this area. Alternatively, the years 10 - 14 may be considered as a distinct stage in a child's development demanding teachers with special skills and training, as the director of education for Lothian himself suggested at a recent parents' meeting.

For the moment it remains with individual schools, particularly secondary schools, to achieve the kind of liaison with primaries which leads to continuity of educational experience for pupils. I now propose to

turn to the schools themselves, to outline and examine the structures and procedures which link these stages in a child's schooling.

### CHAPTER THREE

#### Initial links between schools: the formal and informal transfer of information about pupils.

The information and opinions upon which this chapter is based derive from the replies of head teachers and teachers in both primary and secondary schools to 3 questions

Is the organisation of transfer a joint responsibility or is it left mainly to the secondary school? (Asked of head teachers).

Which members of staff are involved?  
(Asked of heads and teachers)

What records precede or accompany pupils transferring and how are these used? (Asked of heads and teachers)

Devolution of the responsibility for transfer arrangements to individual schools means, in the first instance, passing it to the head teachers. In the six secondary schools which formed the basis for this study the first links with the primary schools took the form of head teachers' meetings involving heads from both institutions. Such meetings occur on a regular basis, perhaps termly, and on at least one occasion the main point on the agenda concerns transfer arrangements. At this meeting head teachers are usually concerned with such administrative matters as the numbers of pupils making the transition and dates for any preliminary

visit(s) by primary children to the secondary school.

Primary heads can have points placed on the agenda for this meeting but in five of the six cases examined the direction and control of the meeting seems to lie mainly with the secondary head. 50% of the primary heads interviewed felt the existing arrangements were not fully satisfactory. Those expressing discontent could see advantages to holding the meetings in the secondary school, though this gives the initiative to the secondary in terms of when the meeting takes place and how long it lasts.

"The secondary school has the rooms, the facilities to organise meetings. I have only this small office at my disposal and may be disturbed at any moment."

(Primary Head Teacher)

The report of the regional working party on transfer of pupils supports the influential position enjoyed by the secondary headmaster.

"The secondary head teacher should take the initiative in making arrangements for discussions with primary colleagues." (p.9.)

In the remaining case studied a different pattern of head teachers' meetings was maintained. Instead of coming together on every occasion in the secondary school heads met in each of the primaries in turn. The primary head chaired the meeting and took responsibility for the agenda. Both the secondary head and the primary

heads seemed very happy with this arrangement and the relationship established seemed particularly good.

As was pointed out earlier, administrative arrangements regarding transfer are raised regularly in meetings of this type but matters of curriculum less frequently. Head teachers in the secondary devolve much, if not all, the detailed planning of curriculum on to an assistant head teacher and on to subject principal teachers. In two of the secondaries visited for this research there were assistant heads in charge of early years who appeared to be more directly involved in matters of what was taught in S.1 and S.2 and were, therefore, better placed to discuss continuity in this area with primary heads. Two points must be made about these cases: firstly, when the assistant head secondary (early years) met the primary colleagues he took with him principal teachers in the specific subjects in which liaison was being discussed, namely English and Mathematics. In the second place, when one secondary school organised a liaison sub-committee on curriculum, consisting of the assistant head (early years) from the secondary and assistant heads from the feeder primaries, all decisions of the committee had to go before a full committee of the primary and secondary heads before implementation.

From the cases studied it does seem that links between stages are established at head teacher level. This opens the way for liaison to develop in other ways and at other levels within the schools. In none of the

six cases researched did contact and communication stop at the level of head teacher and in each of the secondaries a team of teachers, mainly promoted staff, is directly involved in the process of transfer. The composition of the group is as follows:-

- a member of the school Guidance department
- a member of the Remedial department
- a member of the Mathematics department

In addition, in four of the six secondaries members of the English department were actively involved and in two cases members of departments in the area of Social Studies. The function of this team of teachers is to visit in turn each of the five feeder primary schools annually, in the latter stages of the summer term usually, in order to gather information about the children coming to the secondary school after the summer vacation. Members of the group visit primary seven classes and talk to class teachers as well as head teachers. They gather information mainly about matters relating to the work of pupils in general, often relating to particular needs or problems of specific pupils. They learn from class teachers about children who are particularly active or noisy in class or who are isolated and insecure or immature. 'High flyers' may be pointed out. The visits normally last a morning or an afternoon and the information obtained is used in the composition of classes in S.1. and in the allocation of children to tutor groups for pastoral care.

The kind of comments made to the members of the team by primary teachers are, apparently, often of a type unlikely to be recorded on an official record,



either because space does not permit this or because such records are increasingly becoming a matter of debate over the questions of their use and of who has right of access to them. Information of this type is best described as being of an informal nature and is supplemented by the use of a transfer form designated by the regional authority. In addition there is a pupil profile folder for each child giving a great deal of detail about the health record of the child, home environment, results of any diagnostic tests done and copies of report cards from primary three onwards. This file, however, does not reach the secondary school till well after the pupil has made the transition and its circulation is very limited.

The transfer form is the only formal record directly involved in the process whereby pupils move from primary into secondary education. A copy of the form is given in appendix A. This version is one which has newly been introduced to replace an older form. Although each secondary school in the Edinburgh City Division of Lothian region has approximately 5 major feeder primaries, all six of the schools studied drew from other primaries as well - up to 20 in one case. There is no possibility of secondary staff visiting so many schools and the transfer form is the major source of information about pupils from these other primaries.

The form usually reaches the secondary school in May or June and is used to make up the next years S.1 classes. The information about academic attainment is utilised in the construction of mixed ability classes,

and other information about the pupil's needs and abilities and background is used in making up Guidance or Tutor groups. It also indicates pupils who may need special help in various areas and this in conjunction with information from the adjustment teachers and the secondary remedial staff, is used to make up a remedial class where this exists. There was no evidence in the secondaries which provided the information for this research that the transfer form was passed on to any other teachers in the secondary school, for example to heads of subject departments. The majority of teachers in the departments interviewed were aware of the existence of this form and of the information it contains, but few had actually seen the form itself. Abstracts of its contents had perhaps been made available but the evidence on this point is not clear. For their part primary heads and the primary 7 teachers who completed the transfer form were not very certain how it was used in the secondary school. They did stress the care which went in to completing the various sections and the wealth of background knowledge they possessed on pupils and used in making judgements about abilities, interests and effort. Yet, from the point of view of the secondary teacher there are difficulties attached to using the transfer form as a guide in the construction of syllabuses and lessons for pupils coming in to S.1. These fall into two categories - ethical and practical difficulties.

Falling within the former category is the belief

expressed by a number of teachers interviewed that coming to secondary should involve a new start for pupils, particularly those whose career in primary had been less than smooth. Even intelligent children can underachieve in primary school, for example because there is either lack of support from the home environment or the adjustment to the codes and conventions of school is not easily accomplished.<sup>1</sup> Such pupils may be disillusioned with school by the time they complete primary 7, having a record of failure linked to their names and reflected in a low effort grade, ability grades and critical head teacher's comments on the transfer form. Continuity of educational experience in such cases is obviously not desirable, in the view of a number of secondary teachers. To make sure no preconceived and premature judgements are made they prefer to know nothing of the children coming to them in S.1.

Also in this area of reservation over the value of knowing about children's school career in primary school, as a basis for planning in secondary, a small number of secondary teachers argued that the aims, content and teaching methods of primary education are so different from those in secondary that measures of success or failure in the former have only limited relevance in the latter.<sup>2</sup> This argument links the ethical to the practical problems involved in using the information provided by

1. ct. J. W. B. Douglas: "Home and School" Panther Books, 1967 pp. 68-88.

2. ct. NISBET AND ENTWISTLE. op. cit. p.54.

primary teachers on the transfer form, because it relates to the nature and reliability of assessments of ability in particular. The secondary schools all stressed the overall accuracy of the ability grades given to pupils by primary schools - i.e. a child graded A : B in English very rarely proved unable to perform satisfactorily in this subject in the secondary. There do, however, appear to occur considerable inter-school variations in the awarding of grades and only on the basis of several years experience of a particular feeder primary's gradings can its awards be evaluated in relation to those of other schools. One primary head teacher explained that A grades were only given to pupils expected to reach the highest levels of tertiary education. In another example pupil grades are decided by a committee of the head and assistant head together with the primary 7 class teachers and grades are allocated on the basis of a pupil's abilities measured against the rest of the year group. A third set of pupil grades comes from a mixture of teacher's evaluation and a standard (Moray House) intelligence test.

At the level of specific subjects, and in particular mathematics, secondary departments in two of the six schools employ their own diagnostic tests to determine the abilities of the incoming S.1 pupils as the only means whereby the performances of pupils from different schools can to some extent be judged against a specific standard. In one case the testing is carried out before the children complete the primary 7 year and

in the primary schools, because of the unfortunate effect of the summer vacation on children's work in arithmetic. Another secondary school had, until this year, asked all primary 7 pupils to complete a spelling test while a third employed an Edinburgh Reading Test administered in the primary school but evaluated by secondary staff.

Finally, in the context of formal records of pupil work and progress across the period of transfer, it is worth pointing out that no actual examples of pupil work go with the child to any of the secondary schools studied. In one of the primary schools this point was raised because samples of each child's work follow him up the primary school to primary 7, but go no further. Three of the secondaries do make available to the primary schools the first term or end of year reports on the children who have just left primary 7. This is popular with the heads and teachers in these feeder primaries.

The information provided on the transfer form is limited. In particular it provides no indication as to the specific content of teaching in the primary 7 year or the methods of teaching employed. The visiting team of secondary teachers can gather some information in these areas during the course of visits to the primaries. It seemed likely, however, that continuity of education in terms of curriculum and methods of teaching, across the stages, would depend upon direct contacts between the subject departments in the secondary and the class teachers in Primary 7. The extent and nature of this form of liaison in the cases studied is set out in the next chapter.



## CHAPTER FOUR

### Curricular Liaison between primary and secondary schools.

In order to discover how secondary schools build on and develop the work done in primaries the principal teachers of subject department in the former were approached for information about their contacts with head teachers and class teachers of upper classes in the primaries. The purpose was to obtain a picture of how far such relationships had been established and to what ends. At the same time copies of any written information or guidelines passing back and forward between the stages was requested. This was supplemented by an approach to the regional advisory service for details of regional initiatives in curricular liaison between stages. In the time available only English and Mathematics links could be investigated in any depth with all the secondaries, though details of liaison in other fields tended to emerge from conversations with teachers in the feeder primaries. Such details are included after the two main subjects have been considered. Secondary schools are identified by the code letters A to E as was set out at the end of chapter one.

All the secondary English and Mathematics departments investigated had some form of liaison with their 5 feeder primaries. Therefore, each secondary will be treated in turn and in terms of both subjects.

#### SCHOOL A. The small secondary on the almost rural edge of the Edinburgh City Division.

Like several of the others this school sends a team of teachers round its feeder primaries during the

summer term. Both English and Mathematics departments are represented on the team, usually by the principal teachers. In past years both principal teachers have made further individual visits to the primaries to gather information specifically relating to their subject areas. This second visit has not taken place for the last two years, apparently because the secondary school has been involved in a building extension programme, with consequent disruption of classes, and has also suffered from staff shortages in these subject areas. During previous years also the English department had asked the primaries to administer the Edinburgh Reading Test to all Primary 7 pupils - the evaluation being carried out by the secondary school staff. A meeting on curriculum matters in general was being planned while this research was being carried out and was scheduled for the 24th May 1979. The meeting would involve the primary head teachers once the secondary assistant head (curriculum). At present the feedback on the content of teaching in S.1 is limited to a single meeting in the secondary school at the end of each academic year, involving the primary head teachers, the secondary head teacher, the assistant heads (Guidance and Curriculum), the principal teacher Remedial and S.1 Guidance staff. None of the heads of subject departments are present.

SCHOOL B. A large new secondary in the suburban area.

In the case of this school it is necessary to deal with English and Mathematics separately because there are considerable differences in the approaches of

the two departments to the problem of continuity. Moreover, the school is involved in an experimental approach to the whole process of liaison between stages which has repercussions upon all subject departments. A team which includes members of the English and Mathematics departments visits the 5 feeder primaries during the late spring or summer term but thereafter the pattern of procedures in the two departments differs widely. The English department makes no further visits to the primary schools, though members of the department will meet the Primary 7 teachers when the latter visit the secondary school as part of the (experimental) transfer procedures in June. This is a formal meeting between primary and secondary staff to discuss curricular matters and to exchange relevant information. The secondary English department does not deliberately seek to establish the specific content of the primary teaching in its area or to discover the terminology or methods employed. Instead, from the first week the new intake is in attendance at the secondary school a programme of diagnostic assessment is used, including, for example, pupil autobiographies.

The approach of the Mathematics department on the other hand, involves a further visit to all the major feeder primaries after the team visit. A member of the department visits each primary and is expected to follow through the work in mathematics from lower primary to Primary 7 to obtain a picture of how the subject skills have been developed and of the content areas which the primaries have worked in with their pupils. This

information is then co-ordinated departmentally to provide a basis for planning the syllabus and approaches used in S.1. The department has become involved in a pilot scheme to standardise the methods of recording pupil progress in mathematics by setting out in a booklet entitled 'Mathematical Skills Record' the particular mathematical learning career of the pupil up to the point of transfer to secondary school. (This booklet is reproduced in the Appendices). It is departmental policy to treat the subject mathematics as something of a new area for pupils coming into S.1 by concentrating on work in Geometry which few pupils will have begun in primary, thereby offering a fresh start to most pupils. At the same time classes are 'set' for work in Arithmetic which forms the other major component of the S.1 mathematics syllabus on the basis of the Mathematical Skills Record booklet. Teaching methods employed deliberately continue those used in the primary schools in that there is extensive use of individual and group work, based on a Mathematics Kit from the Heinemann publishing company.

SCHOOL C. A large modern secondary with an annexe.

This school does not employ the team approach in gaining information about P.7 pupils but leaves this investigation to members of the S.1 Guidance staff and the Remedial department. Moreover, this school has an annexe for its S.1 and S.2 classes at some distance from the main school. In this case the situation over liaison on curriculum is generally the same in both English and Mathematics. Both principal teachers were

concerned over the issue of continuity of experience within their subject areas and had recently been involved in specific schemes to try to minimise unnecessary overlaps in content in English and Mathematics for example. In 1977 the Mathematics department met the Primary 7 teachers to discuss aspects of the teaching of the subject around the time of transfer and also produced a computation paper designed to provide a guide to standards reached and skills acquired before pupils left primary. Likewise, in March 1979 the English department produced as a discussion paper a checklist for teachers in primary to use in the same manner and for the same end as the Mathematical Skills Record Booklet already mentioned. (A copy of this is included in the Appendices). The paper from the English department has since been discussed by the committee of the primary and secondary heads and its checklist is likely to be employed for the first time in 1980.

SCHOOL D: An older inner city type of school, with an annexe.

The situation in this school is similar to that in school C in so far as it, too, has an annexe for its S.1 and S.2 pupils. Also, it does not employ a team of teachers to visit the feeder primaries, relying instead on the assistant head (S.1 and S.2) the Guidance and Remedial staff to provide liaison with the primaries and information about pupils. One member of the Guidance staff is also responsible for planning the syllabus in English in S.1 and S.2. There has been, however, a considerable divergence in the development of



curricular continuity between English and Mathematics in this case. The English department is still looking for ways to develop the S.1 syllabus on the basis of the teaching in the primaries and has made a start by gathering information about work done in Primary 7 and in return feeding back details of the S.1 and S.2 syllabus. It has not proved easy to arrange meetings between the secondary staff and the primary teachers to date but a basis for such meetings is being established.

In the case of Mathematics a formal structure of liaison was set up in 1977-8 following in service work for both primary and secondary staff in the secondary school. A series of monthly meetings out of school hours was arranged involving P.7 teachers from the main feeder schools and the assistant principal teacher Mathematics of the secondary along with other members of the department. The purpose of the meetings was to examine both what was taught in Mathematics between P.7 and S.1, how specific tasks were to be executed and the terminology to be employed. This group met regularly during the school year and worked on such problems as standardising the methods of subtraction, long multiplication and the calculation of percentages. In each of these computational skills variations had been discovered in the method not only between primaries but within the secondary department itself, thus engendering confusion in pupils coming into S.1. A child in S.1 (not in school D) wrote about this problem

"For maths we had 2 teachers - Mrs. -----  
and Mrs. ----- and they both taught us different  
things and sometimes you got all mixed up."

The meetings proved successful and it was not felt necessary to continue them in the following year, though the department feels they would readily be resumed if any radical changes occurred in Mathematical teaching in the years around transfer.

SCHOOL E: A very new community school.

As a very new school, and a community school moreover, school E is in a very different position from the others included in this investigation. Its relationship with the community it serves differs from that of the other schools, for example in the open access to school facilities granted to adults who are, therefore, much more knowledgeable about the environment within which pupils spend their days. Developments in the area of curriculum are still at an early stage but certain pre-conditions for the directions in which curricular structures will grow have been established. One of these relates to the continuity of learning across the period of transfer from P.7 into S.1. There are two aspects to this -

continuity in the areas of content and skills

continuity in teaching methods.

In the former a beginning has been made in English and Mathematics in the following manner. A curriculum committee consisting of the assistant heads from the 5 feeder primaries together with the assistant head secondary (Early Years) has been established and meets monthly. This committee can co-opt principal teachers from the secondary school and so far has done so in English, Mathematics and Remedial Education. The

committee has been working towards a unified curriculum P.7 to S.1 in English and Mathematics. Parents of pupils presently in P.7 have been involved in that members of the committee, and particularly the assistant head (secondary) and the principal teachers, have visited the feeder primaries to talk to parents about curriculum.

The second element in easing the transition for pupils is the extension of primary methods into S.1. To achieve this the traditional secondary timetable of 35 - 40 minute periods has been replaced for the early years of secondary by a structure based on a 5 period day, without timetabled breaks apart from lunch but including a 10 minute movement interval between periods. This has also meant investigation of subject integration. Emphasis is being laid on group and individual work as practised in the primary schools and on the development of relationships between teacher and pupils similar to those in the basically one teacher situation of the primary - for example by encouraging teachers to go with pupils into the informal atmosphere of the cafeteria at times within the day which seem appropriate. The school has a sophisticated resource centre with extensive reprographic facilities to create the learning resources necessary for an approach to learning along these child-centred lines.

SCHOOL F: A large modern denominational school in the suburban area.

The widespread catchment area of this school adds, inevitably, extra time spent in travel to other obstacles to liaison. This school employs a team of teachers, including specialists in English and Mathematics,

to make an annual visit to the main feeder primaries. In addition P.7 teachers accompany their classes on the half day visit each feeder primary makes to the secondary in June before transfer. At this time the primary teachers can have access to books (text and library) in use in the secondary school. In the past the English department has organised a meeting for primary teachers in the secondary to meet the Secondary English Adviser and discuss curriculum. The head of the English department felt there was room for further staff meetings between the teachers from P.7 and the secondary staff to discuss topics such as approaches to spelling and vocabulary acquisition. Similarly the head of the Mathematics department was in favour of further meetings with teachers in upper primary to discuss curriculum and methods of teaching - especially in relation to the needs of pupils with learning difficulties. One good way of developing liaison and continuity in Mathematics, it was suggested, would be for members of the secondary staff to carry out some teaching in the feeder primaries.

Teachers in both primary and secondary schools pointed to the difficulty in establishing really close working liaison on curriculum because of shortage of time. The regular meetings between primary and secondary staff on Mathematics in school D had to take place after the end of the normal school day. This is a particular problem for primary staff who can rarely be released during the school day because no replacement teachers are available for their classes. One result of this was pointed out by a primary head teacher - namely that curricular meetings between primary and secondary schools

would often involve the head teacher of the former along with principal teachers from the latter. Where the primary head has a class in the upper school this represents contact between class teachers, but this is not always the case. A further problem arises in that this year's primary 7 teacher may be next year's primary 4 teacher, either as a result of a deliberate policy of rotation within the primary school, or of teachers' own wishes or of internal school politics.

Teachers on both sides of "the great divide"<sup>1</sup> are aware of problems of teacher autonomy and status which liaison over curriculum can create. Relative teacher status, indeed the whole question of teacher status, is a complex and contentious issue. Sharples (1975)<sup>2</sup> argues that the primary school teacher has less status than his or her secondary colleagues because teaching in the latter area demands demonstrably less common abilities (viz. high academic qualifications), involves more difficult and important tasks in the public view and has a more clearly differentiated career structure. Any perceived attempt by secondary subject specialists to dictate curricular patterns in the area of teaching content in upper primary would be strongly resisted by primary teachers. One example may illustrate the point being made here. A principal teacher of Geography in school C sent on to one of the feeder primaries an inspection copy of a textbook he was considering adopting in S.1. The result

1. H. HAYLING: Primary into Secondary in Forum 13. 1970. p.20.

2. D. SHARPLES: Status and the Primary School Teacher in Education 3 - 13 vol. 3 1975.



was an angry telephone call to the secondary head accusing the Geography department of trying to determine what was taught in the primary school. The example illustrates the nature and strength of the feelings which can be aroused in this sensitive area. It appears that essential prerequisites for successful liaison will include tact, diplomacy and recognition of mutual worth by teachers - and perhaps a clear formal structure within which co-operation and continuity can be planned.

The last sentence may seem to conclude the consideration of curricular liaison fairly tidily but there still remain two points to consider. The first and most important of these relates to the different, and possibly conflicting aims, which underly curriculum planning in primary and secondary education. This problem has implications in the areas of content and method of teaching and the overall balance in the curriculum of schools. It involves hypotheses and assumptions about the development (social, intellectual and emotional) of children in the years from 9 - 16 and about their needs, interests and abilities. Thus all the primary schools studied in this research employ an approach to education which is child centred rather than subject centred while, with the exception of school E, the secondary schools are essentially subject based in their approach to curriculum planning, timetable organisation and teaching method. According to Whitfield the first approach is essentially about the development of abilities while

the latter is "based upon knowledge packets from mixes of subjects."<sup>1</sup> Unless some measure of compromise is employed by both sides curriculum continuity other than in specific schools and subjects and the maintenance of an unbroken process of learning across transfer seems difficult to achieve.

The second point concerns the teachers who are frequently allocated in secondary schools to S.1 classes. Often S.1 classes are given to newly qualified teachers, either because such classes are considered easier to teach or because the prestige examination classes are the preserve of the promoted staff. Consequently not only are pupils adjusting to secondary school so are their teachers and the outcome can be a compounding of inexperience with undesirable results for teacher and pupils alike. (J. A. Loosemore 1978<sup>2</sup> ).

Finally, a brief postscript on forms of curricular continuity. In three at least of the secondary schools teachers from either the Physical Education or the Art departments worked with children from the feeder primaries at some time during the P.7 year. Two examples will illustrate the nature of this liaison. In the case of school B children from P.7 in two of the feeder primaries came regularly during the summer to use the P.E. facilities in the secondary school. They were taught by the secondary school staff. As a result they

1. R. C. WHITFIELD: Disciplines of the Curriculum 1971 p.20. See also D. Prosser "Science Teaching in Transition" in FORUM 13 1970 p.87-8.
2. LOOSEMORE, J.A. op.cit. p.67.

had prior experience of the size and to some extent of the layout of the secondary school before transfer. (In the S.1 survey conducted as part of this research over 74% of pupils admitted to being worried about getting lost when they first came to secondary school; and getting lost was the second ranked anxiety in the essays of P.7 pupils). School E brings children from the P.7 classes of its feeders into its Art department one morning per week for 6 weeks. As a result, again, children know something of the layout and working of the secondary school and are familiar with at least one member of the teaching staff. And with these brief references to children and their attitudes to secondary schools it is appropriate to turn to what the pupils themselves feel about transfer to secondary education, their anxieties and the means adopted by the secondary schools to ease the actual move by children to a new and very different educational environment.

## CHAPTER FIVE:

### Pupils and Transfer - Views and Visits.

This chapter splits into 3 parts. In the first the evidence collected regarding the stresses and worries felt by pupils going from primary 7 into S.1 is presented. The presence of such tensions as anxiety arising from the size of the new school, feelings of inferiority at being the youngest instead of the oldest in the school, concern over getting lost in the course of moving round a larger and more complex building, all inhibit effective adjustment to secondary education and have repercussions on pupil performance (Loosemore<sup>1</sup> 1978). The evidence is gathered from over 300 answers to a structured question written by P.7 pupils at the start of their last term in primary school.<sup>2</sup> This information is supplemented by data gleaned from a questionnaire<sup>3</sup> completed by approximately 600 pupils who had completed almost 2 terms in their new secondary school.

The second part of the section describes how the 6 secondary schools studied try to prepare pupils coming in to S.1 for life in their new school. The final part deals with the information provided for parents of children transferring and whose supportive<sup>4</sup> role is potentially so important at this time.

1. LOOSEMORE, J.A. op.cit. p.67.
2. Question given in Appendices (Appendix D.).
3. Questionnaire and results given in Appendices (Appendix E).
4. NISBET AND ENTWISTLE op.cit. p.77.

Primary 7 children in feeders to 5 of the secondaries returned answers to the structured question, the numbers being as follows:

School A - 10 replies

School B - 36 replies

School D - 73 replies

School E - 112 replies

School F - 85 replies

The small number of replies from primaries feeding pupils in to School A and the absence of replies from those sending children to School C are the unfortunate results of a mixture of bad weather and industrial action which closed many schools in the early months of 1979 in this area and thus curtailed the time available to participate in this research for some primaries in particular.

The range of opinion, as might be expected, was wide and the following represent the two extremes. From a boy going to School D:

"I am a boy who is dying to go to my Secondary School. I think I will be very happy there.

I say I will be happy because you can do science and art and even learn different languages but most of all I like metal work because you get to do things with your hands. And in Secondary school you have'nt got any fence which divides every-body up. And also you get to go sking and a whole lot of other sports which you dont get in your primary school.



I have to big brothers which left  
 secondry school about four or five years  
 ago."

At the opposite side of the spectrum is another boy who  
 writes

"I wouldent like to go at secondary  
 becace there is two many people and  
 you dont go in the same class as  
 your frends. I woodent like to go  
 to secondary becous the work is too  
 hard."

The first answer expresses the anticipation which  
 characterised over 45% of all the answers while the  
 second almost certainly comes from the kind of pupil  
 who is most at risk in the transition, due to weaknesses  
 in both social and intellectual development. Overall,  
 and based on the answers of the 4 schools submitting  
 most replies, just under 16% of pupils appear to be  
 totally happy about going on to secondary education.  
 This figure is higher than that given by Murdoch (1966)<sup>1</sup>  
 for a sample of children in Aberdeen and this is partly  
 due to an anomaly within the sample used in this research  
 in that from the 112 replies relating to school E a very  
 high proportion appeared completely happy with their  
 future new school. Many of these children had already  
 visited the school in its capacity as a community centre,  
 using its various leisure facilities and were aware of

1. Quoted in NISBET AND ENTWISTLE op.cit. p.85.

its general layout and attractions. Therefore, over 41% of these pupils seemed totally happy to be going on to secondary school. Taking the other three secondary schools, the percentage appearing totally contented in the transition dropped to under 12%.

An analysis of the short essays written by children expressing specific anxieties about transferring to secondary school produced the following list of worries, in order of importance - i.e. these were mentioned first or given prominence by the addition of such words as "my main worry is ..."

Personal violence (bullying)	(6)
Loss of friends	-
Getting lost	(1)
Lack of knowledge of secondary	(2)
Level of difficulty of work	(5)
Homework	(4)
Examinations/Tests	(3)
Number of teachers	(8)
Size of school	(7)

Given alongside is a rank order derived from the questionnaire completed by S.1 pupils on the basis of<sup>1</sup> their recollection of coming to secondary school.

Notice especially the changed position of anxiety over violence before and after transfer is made.

Anxiety over levels of violence in secondary school appears to be largely due to P.7 pupils' belief in the widespread practice, by older secondary pupils, of

1. The percentages from which these ranks are obtained are given in the Appendix E.

various brutal birthday rites. One such rite is mentioned in this essay by a boy going into S.1 in August 1979 in school F.

"I am a boy of eleven years and am very happy. I have a big sister who's in second year, who says, "you'll enjoy ----- Its just nerves and you're a little bit scared. I was like that when I first went to -----"

I know I'll probably get settled in after a while, but I just don't seem to want to go because I like (primary school) and I'm scared in case the rest of your class find out your birthday date, they throw you in the swimming pool or flush your head down the toilet! Its not the swimming pool I'm really scared of, its the toilet! Theres also one other thing I'm really scared of - the chior - Its the one thing I really dread. Singing in front of people --- I have got a singin voice like a frog in a bad mood."

This is typical of a large number of the comments on bullying and violence from both girls and boys. A girl writes

"I dont want to leave primary. I'm terrified of being bullied or finding out I'm behind and being put in a dunce class. - (secondary school) is notorious for bullying and vandalism."

The questionnaire results from S.1 show violence placed in perspective and less a source of anxiety, apparently, than getting lost or examinations and tests.

Only slightly less important than fear of bullying to a large number of P.7 pupils is loss of the friends from primary. Many children in the final year of primary are clearly aware that secondary schools do split up the first year intake. This appears as a very worrying prospect.

"I worry about making new friends. I just hate being separated from the ones I have now. Another thing is getting lost in the big school..." (Girl P.7.)

"Sometimes I'm sick with worry at the thought of being alone and friendless. A lump swells in my throat and I have to struggle to stop tears." (Girl P.7.)

Girls express more concern over loss of friends than boys (23% against 13% as major area of anxiety) while the reverse is the case over fear of violence (boys 26%: girls 19%).

Fear of getting lost in secondary school is, in reality, part of an overall problem of lack of knowledge about the new school. Almost 75% of pupils presently in S.1 would have liked more information<sup>1</sup> about secondary schooling before entering first year. This percentage

1. cf. Appendix E.

was much lower (62%) in the case of one secondary school (school F), the denominational school, but in this case a large number of the pupils had older brothers or sisters already at the school. Of course, having an older brother or sister at secondary school can also be a source of anxiety and misinformation especially if the sibling is unhappy or unsuccessful in secondary. Thus:

"I am very worried about French or religious education my brother Scott is not getting on well with it so I am not sure about me."

(Boy P.7.)

Anxiety about ability to do the work of secondary appeared of major importance to 6% of boys and more than 13% of girls. An example of how this fear is expressed is in the second piece of pupils' writing quoted. To this worry should be added the concern expressed over homework and examinations in secondary, even public examinations.

"The thing I will dislike is having o-levels."

(This from an otherwise happy boy in P.7.). Loss of status entering S.1, which Loosemore (1978)<sup>1</sup> sees as an important source of worry for children does appear in this sample to a small extent and more among girls than boys.<sup>2</sup> Two examples from P.7 girls

1. LOOSEMORE, A.J.: op. cit. p.47.

2. See table in Appendix. (Appendix D.)



"I am very sad that I am leaving primary.

It just feels that you are getting transformed down to the beginning again."

and

"I am not really looking forward to going to secondary school because I would rather stay oldest in the school than youngest."

The evidence from pupils, therefore, is of a range of worries existing before and during the period of transfer to secondary education and which the secondary schools studied were aware of apparently, because all, save one, invited P.7 children to visit the secondary to reduce these fears and facilitate adjustment to secondary education. What follows is a description of the techniques employed by the secondary schools in relation to such visits.

From the answers of S.1 children to question 4 of the questionnaire it is clear that they enjoy the visit greatly. 92%<sup>1</sup> of pupils questioned agreed that this was the case. For one primary, unfortunately the smallest studied, the children's feelings about secondary before and after the visit were available for comparison. The two views of one girl will serve to exemplify the change in attitudes resulting from a visit to the secondary:

"My name is Lesley and I am a girl. I am not very happy about leaving ----- Primary as I have been at this school

1. See appendices (Appendix E).



"all my life ... The teachers in our school now are quite strict but in (school A) I hear that some teachers are really strict and give you the belt or lines for nothing but I don't think that really could be true unless your behaviour was bad ... I am very tall for my age and might get mistaken for a 2nd year pupil so the 2nd or 3rd years might pick a fight on me and I am not a very good fighter. Sometimes I wonder about my clothes because people really make fun of them..."

And the same girl several weeks later, after visiting the secondary school for a morning:

"When we visited the school on Friday I think it changed my whole opinion about leaving the primary now I want to go to High School. The reason is you get more subjects e.g. geography, history, cooking, etc. and more teachers. The other pupils of the school seemed okay when we went round so I don't think there that bad either ... Some of the teachers looked very strict and others so-so. Now I don't really care about my height because theres lots of other tall people from other schools going down. I am looking forward to going to the High School now."

Four of the five schools which organised visits for children in P.7 used very similar procedures (schools A : D : E: F:). Children from all the P.7 classes in the main feeder primaries were brought to the secondary school by their class teachers for a visit lasting approximately two hours, during either the morning or afternoon sessions. These visits normally take place in May or June. At this time public examinations are either in progress or just finishing and many senior pupils are absent. School F has, until this year, also dismissed other pupils early on the days when primaries visit. During the visits the primary pupils are addressed by the headmaster and introduced to other senior staff - particularly in Guidance. They are then taken round the classrooms, guided by sixth year students (prefects) and accompanied by their own teachers. In schools A and E the visitors were able to see secondary pupils at work. In school D this would depend upon when in June the visit was made, because the following year's timetable is now brought into operation early in June and S.1 classes become S.2, etc. In each case the feeder primaries come individually to the secondary.

School B is experimenting with a radically different pattern for this visit. Instead of lasting half a day it lasts for three school days and involved pupils from all the main feeders simultaneously. This school also begins a new timetable in June and the P.7 children are for three days treated as S.1. On the first morning at 9.30 they meet in the secondary school and are addressed

by the head teacher who gives some background on the school and introduces the senior staff. The pupils are then split into tutor groups by the guidance staff, mixing children from the various primaries. Thereafter the children are introduced to the House staff who explains the House system before returning them to the group tutors to receive their timetables for the remainder of the three days. By 11.45 a.m. the pupils are ready to start on a teaching timetable specially arranged for these 3 days by each subject department. In fact, these pupils are now treated as a normal S.1 year, coming to school themselves in the mornings, having a full day of normal timetable, normal intervals and home without supervision. Primary 7 teachers are welcomed to the secondary during these days, but are not expected, save on the 3rd morning, when a formal meeting with the secondary staff takes place.

The pupils' views of the relative events of the three day against the  $\frac{1}{2}$  day visit can be deduced from the following table of information abstracted from the S.1 questionnaire, qu. 4.

Qn. 4	I enjoyed visiting this school when I was still at primary school	Agree strongly %		
		Sch. A		
		32.5	$\frac{1}{2}$ day	
		51.5	3 day	
		25	$\frac{1}{2}$ day	
		38	" "	
		35	" "	

Head teachers' views from the primaries feeding into school B were equally favourable. The half day visit

used by other schools received a mixed reception. Most primary heads gave it qualified support but 3 were critical of it, on the grounds that it was too rushed and artificial an experience for pupils. School F has tried to give additional meaning to the visit for pupils by asking them to complete a short work card. This is the form of a six page booklet containing a mixture of information, map and questions and space for comment on such matters as attitudes to leaving primary, to subjects in secondary.<sup>1</sup>

Reactions in secondary schools from head teachers and teachers to this preliminary visit varied considerably. One school does not arrange such a visit at all - on the grounds that the new intake is coming into an annex which is really very like a primary school, at least in size. School F is proposing to increase the length of the visit to a full day, while school D is considering abolishing it altogether. Even in the case of school B, with its three day visit, some staff were conscious of the possibility that any work done with P.7 children in this time would be out of the ordinary, being made especially stimulating, more attractive than normal S.1 work. This feeling was also expressed as a criticism by members of staff in the other five secondaries investigated. According to the head teacher of school B the staff had discussed this difficulty and tried to achieve a balanced and realistic timetable of work for these three days.

Whatever efforts the schools make to relieve pupils

1. Slightly modified version is given in Appendices (Appendix F).



anxieties over transfer a great deal of help in adjustment for such children must come from parents. It seems likely that well informed parents can give more support to their offspring than those who are as ignorant as their children about what happens in S.1. So many changes have taken place in secondary education in the past few years, affecting both content and methods of teaching (to a lesser extent) that many parents will be almost as anxious as their children. All the secondary schools attempt to provide some information for parents in two ways

- by inviting parents to visit the secondary school on one evening before their children transfer.
- by sending home leaflets or booklets to parents via the primary school.

In addition, as was mentioned in chapter 2, primary school heads are expected to meet parents, if requested, to give information and reassurance about what will happen to pupils in their new schools.

Four of the schools visited organised a single parent's evening in the secondary school for parents of the new S.1, usually in June, after or on the same day as pupils from primary had visited the secondary. School D followed up on any parents who did not attend by letter inviting them to the secondary school during the day to meet the head teacher. School B organised a parents' evening one week before the pupils' visit and a further meeting in the middle of the Autumn term. School E used a different system in their staff from

the secondary, particularly the assistant head (early years) and Guidance staff, visited the feeder primaries to talk to parents and also invited all parents back to the secondary school for an evening conducted tour in small groups - even arranging a babysitting service for mothers with young children. The pattern of one parents' evening attended was as follows

- opening address by head teacher giving general information about the school curricular matters and class organisation in S.1 and S.2.
- comments from the Guidance staff on their role within the school.
- some description of the range of extra curricular activities available in the school.
- a question time.

This particular meeting was very well attended and, in the case of school B and school E, the head teacher explained that parents come very readily and in considerable numbers to such evening meetings. School E felt attendance had been virtually 100% in the past. It was not possible in this research to obtain information from parents about their reactions to the information available from the secondary school or the meetings which had been arranged.

The details of parent-school links over the transfer of pupils completes the presentation of information and discussion on how continuity of experience between stages is achieved in the cases of six

Edinburgh secondaries and their feeder primaries. The final section of this dissertation consists of some general conclusions about the organisation of transition to secondary education in Edinburgh based on the evidence from these schools and developments in this area elsewhere.

In the process of education as a social transition from primary to secondary schools. There follow, in order, conclusions on the role of the school and the organisation of transition to secondary education.

From the sources to which reference is made in the introductory chapter it is clear that since the establishment of a national system of education, official reports have been made from time to time on the state of secondary education in Scotland. The first of these was a report by the Education Committee of the Scottish Education Department in 1872. The Education of Public Schools in Scotland, 1872-1873, was published in 1874. This report was followed by a series of reports on the state of secondary education in Scotland, 1875-1876, 1876-1877, 1877-1878, 1878-1879, 1879-1880, 1880-1881, 1881-1882, 1882-1883, 1883-1884, 1884-1885, 1885-1886, 1886-1887, 1887-1888, 1888-1889, 1889-1890, 1890-1891, 1891-1892, 1892-1893, 1893-1894, 1894-1895, 1895-1896, 1896-1897, 1897-1898, 1898-1899, 1899-1900, 1900-1901, 1901-1902, 1902-1903, 1903-1904, 1904-1905, 1905-1906, 1906-1907, 1907-1908, 1908-1909, 1909-1910, 1910-1911, 1911-1912, 1912-1913, 1913-1914, 1914-1915, 1915-1916, 1916-1917, 1917-1918, 1918-1919, 1919-1920, 1920-1921, 1921-1922, 1922-1923, 1923-1924, 1924-1925, 1925-1926, 1926-1927, 1927-1928, 1928-1929, 1929-1930, 1930-1931, 1931-1932, 1932-1933, 1933-1934, 1934-1935, 1935-1936, 1936-1937, 1937-1938, 1938-1939, 1939-1940, 1940-1941, 1941-1942, 1942-1943, 1943-1944, 1944-1945, 1945-1946, 1946-1947, 1947-1948, 1948-1949, 1949-1950, 1950-1951, 1951-1952, 1952-1953, 1953-1954, 1954-1955, 1955-1956, 1956-1957, 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2958-2959, 2959-2960, 2960-2961, 2961-2962, 2962-2963, 2963-2964, 2964-2965, 2965-2966, 2966-2967, 2967-2968, 2968-2969, 2969-2970, 2970-2971, 2971-2972

## CHAPTER SIX:

### General Conclusions.

The conclusions drawn in this section follow the same order as the previous parts of this dissertation, starting with those relating to past and present attitudes and initiatives on the matter of continuity in the process of education as a pupil transfers from primary to secondary school. There follow, in order, conclusions on Lothian Regional policy and the organisation of transfer by the six secondary schools studied.

From the sources to which reference is made in the introductory chapter it is clear that, since the establishing of distinct stages in education, official reports have urged that the stages be seen as part of a continuous process of education for pupils and also that, by implication in the reports, this has not happened in practice. For example, the Scottish Education Department Report on "The Education of Pupils with Learning Difficulties in Primary and Secondary Schools in Scotland" (1978) says (page 17):

"our survey confirms the view that communication between them (primary and secondary teachers) has BEGUN to improve ..."(my capitals)

This represents a considerable advance on the pessimistic view of primary-secondary transfer expressed by the

Committee of the Advisory Council on Education in  
Scotland (1961)<sup>1</sup> .

It is unfortunate that a matter as important as the reports claim the move between stages to be has not been investigated more fully at national level in Scotland. Attention since the mid-1970's has, instead, been directed at the third and fourth year levels in terms of both curriculum and the problem of assessment<sup>2</sup> of pupils. The other major recent report has been on Truancy. Teachers in secondary schools have been involved since the publication of these reports in an apparently interminable round of staff meetings which only very recently has slackened somewhat. The implications of the reports on curriculum and assessment are still being worked out in practice in secondary schools and further suggestions for changes in these areas in S.1 and S.2 would probably be resisted at this point in time. On the other hand no major report on primary education has emerged from the Scottish Education Department since the Primary Memorandum (1965). The Committee on Primary Education has simultaneously with the completion of this dissertation published a report on "Relationships" and is otherwise expressing growing interest in education in the top part of the primary schools. This is very welcome, but the range of practices and links discovered in the small sample

1. SPECIAL COMMITTEE OF THE ADVISORY COUNCIL ON EDUCATION IN SCOTLAND: REPORT. S.E.D. 1961 p.25.
2. CONSULTATIVE COMMITTEE ON THE CURRICULUM: The Structure of the Curriculum 1977.

COMMITTEE ON ASSESSMENT in S3 and S4: Assessment for All 1977.

THE PACK REPORT: Truancy and Indiscipline in Schools in Scotland 1977.



of schools which formed the basis for this study, for example in curriculum liaison, suggests the need for a national survey of education in the middle years from 10 - 14, leading perhaps to a report such as the Schools Council's Working Paper 42 "Education in the Middle Years"<sup>1</sup>. In other words, there must be more positive initiatives from the level of the Scottish Education Department to support its advocacy of continuity in education. This will provide, apart from anything else, a spur to regional initiatives in this matter.

Chapter 2 outlined Regional policy and arrangements for transfer of pupils to secondary education. The fact that the Lothian Regional Education Committee allowed the setting up of a Working Party on Primary-Secondary transfer indicates an interest in problems which may occur at this time. The findings of the working party have been endorsed by the education committee in that a copy of the report has gone to all the schools in the region and a two day conference on transfer - along with remedial education - was organised last year. The working party also produced a new version of the transfer form and this is now in use in schools. Moreover, the regional advisory service has been involved in setting up two pilot schemes directed at improving continuity of education in Mathematics and English. Both primary and secondary advisers are working together on these schemes and this, in itself, gives a good lead to schools.

1. Published by EVANS/METHUEN, London 1972.

Lothian Region initiatives in the pursuit of continuity in education are both well organised and necessary, but, in the context of the transfer form for instance, the changes made are more directed towards simplification - than towards an extension of the range of information sources on pupils - to include parents for example. An example from a Leeds Middle School shows what is possible in this direction. The Hugh Gaitskell Middle School, Leeds, asks parents of pupils coming into the first year to write a pen portrait of their child for the school. The information and opinions are said to be valuable and parents co-operate readily.

Regional policy, in fact, reflects national policy over continuity in that the practicalities of achieving this desirable end are left at present to individual and, really, to secondary schools. It appeared from the way in which meetings between primary and secondary head teachers were organised by school D - on the basis of a rotating chairman and meeting place - that a more obviously equal balance of influence and responsibility was being sought between primary and secondary over matters involving both directly.

Chapter 3 suggests that Regional confidence that schools will work together to make each pupil's education a continuous process is not misplaced. At head teacher level the groups of primary and secondary schools have regular, formal points of contact and channels of communication. This is supported by a

system of formal and informal transference of information on all pupils and in particular on pupils with special needs or difficulties - through the Adjustment and Remedial staff. In the area of sensitive information about a pupil's social or intellectual or behavioural background, often transferred informally to the visiting secondary transfer teams, primary heads are allowed autonomy by the Regional authority in deciding what can or should be communicated to parents. This freedom of decision can result in difficulties for both primary and secondary schools and for parents and in the light of developments in England and America for example needs careful examination. Nisbet and Entwistle<sup>1</sup> stress the important supportive role required of parents when a child transfers to S.1 and the successful fulfilment of such a role necessitates knowledge and active involvement of parents with the schools, not simply as a passive audience at parents' evenings, sports days or open days, but as contributors to the planning of courses and teaching in ways to be decided in conjunction with the schools. Research by McIntyre and Griffiths into parent-school contacts in Edinburgh primary schools in the late 1960's concluded that such contacts were improving in number but also that most head teachers saw parents as facilitators in the education of the child with no part to play in curriculum planning.<sup>2</sup>

1. op.cit. p. 62-3.

2. MCINTYRE, D.I. AND GRIFFITHS, L.S.: "Parent-School Contact in Edinburgh Primary Schools" in Scottish Educational Studies S.1973. p. 69-84.

In the case of school E which is distinct from the others, being a community school and having therefore parents in the school more often than most other secondaries, a different approach to parent-school liaison appears to be emerging. A staff handbook for this school talks about "opening up" schooling (to parents) and members of the teaching staff are already trying to meet parents in the primary schools to discuss matters such as curriculum in S.1 and S.2 and links between primary and secondary. Particularly in the case of pupils with learning difficulties home and school must work together at all times but particularly when a child is at his most vulnerable in a new and strange environment as in the case when children transfer from primary to secondary school.

Part of the strangeness of the secondary situation for many children derives from the subject based approach to education, employed by 5 out of the 6 schools studied. To judge from the replies of primary children to the structured question a large number of them are looking forward to having new subjects and more teachers; and the secondary questionnaire produced 72% of replies in favour of working in secondary as opposed to primary. Chapter 3 outlined the steps taken by the various schools to achieve a measure of continuity particularly in English and Mathematics. The picture which emerges of liaison over curriculum is of interest in establishing common ground upon which continuity in content of learning can be built in both these subject areas. But in every case the links being

established between teachers are new, experimental and are a blend of the formal and informal. A great deal depends upon the personalities of those involved as to whether really effective liaison on curriculum takes place. To some extent this might be helped if continuity of education over the transition period were to be made the responsibility of a member of each secondary subject department - perhaps an assistant principal teacher and as part of the job specification for this post. Certainly an allocation of time should be made within the school day for liaison meetings between teachers. Moreover, such meetings should take place between representatives of secondary subject departments independently of as well as together with primary teachers - to examine the balance of the curriculum in S.1, teaching methods and matters of common concern, such as language skills.<sup>1</sup> Nor should the primary schools adopt the view that all change and adaptation should be made by the secondary schools.<sup>2</sup> From the children in the sample studied comes strong support for a range of subjects in first year of secondary school as distinct from the approach to learning through integration of subjects employed widely in primaries.

Co-operation between primary and secondary teachers along the structured lines suggested here would have the additional benefit, almost certainly, of clearing

1. THE BULLOCK REPORT: A Language for Life. Dept. of Education and Science 1975. Sect. 15.1 and passim.
2. e.g. the Plowden Report 1967 seems to suggest an extension of primary methods into secondary.



up misapprehensions and misunderstandings which presently exist on both sides. It should also cause the local authority, together perhaps with colleges of education, to increase the amount of inservice, or perhaps pre-service in the latter case, provision for teachers. Through some of the present Bachelor of Education courses colleges are already producing a few secondary areas. The Associateship in Upper Primary Education offered to serving teachers by the colleges could extend its area of concern to include the S.1 year at least.

Finally, a wider view on curriculum development and teaching in the middle years, in fact over the whole area of compulsory education, is suggested by Walton (1970).<sup>1</sup> He suggests a unitary approach to school organisation which sees nursery, primary and secondary schools as blocks. Each block would consist of a secondary school taking pupils from specific primaries, as is the case in Edinburgh. For each group of schools there would be a management committee consisting of representatives of local government, head teachers, teachers and the community the schools served, similar to but with a wider range of responsibility than schools councils in Scotland, and including curriculum planning as part of its responsibility in an effort to produce continuity in education from stage to stage.

1. J. Walton: Continuity of Education and Teacher Control. Forum 13. 1970. p. 78-80.

The last chapter of this dissertation deals with practical measures adopted by the six schools to reduce anxieties common to a large majority of children transferring from primary to secondary education. On the basis of the evidence, primary and secondary pupils both greatly enjoy a preliminary visit and particularly an extended one giving more than a brief introduction to secondary school. It might also be deduced from the replies to the S.1 questionnaire that more in the form of written information about secondary schools would be welcomed both by children, and also by parents presumably, and especially when no siblings are already in attendance at the secondary school. Parental attitudes and thoughts on the transition of their children to secondary education lie beyond the area studied for this work.

It seems reasonable to deduce from the evidence gathered for this dissertation that continuity of educational experience is being investigated as a matter of considerable importance within Lothian Region at this time, and that schools in the Region are beginning to take positive steps to translate the words of national and regional recommendations into practice, so that "The danger of a gulf between primary and secondary education ..."<sup>1</sup> can be reduced and ultimately, perhaps, totally removed.

1. REPORT OF THE ADVISORY COUNCIL ON EDUCATION IN SCOTLAND 1961. p.25.

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APPENDICES.

There are six parts to this:

Part A - A copy of the Lothian Region Primary-Secondary Transfer Form.

Part B - A copy of the Mathematical Skills Record Booklet being used as part of the pilot scheme for liaison in Mathematics between primary and secondary in the region.

Part C - An extract from a discussion document relating to curriculum liaison in English presented by school C.

Part D - The structured question given to children in primary 7 classes in some of the feeder primaries to the six secondary schools, together with the results of an analysis of replies.

Part E - The questionnaire given to S.1 pupils and the results.

Part F - An example of an information and work card given by school E to visiting primary 7 pupils. Amended only to conceal school identity.





LOTHIAN REGIONAL COUNCIL  
DEPARTMENT OF EDUCATION

PRIMARY-SECONDARY TRANSFER FORM

Pupil's Name ..... Surname ..... (BLOCK CAPITALS) ..... Forenames ..... Date of Birth ..... / ..... / .....  
Primary School ..... Class .....  
Name of Parent/Guardian .....  
Address .....  
Number of brothers/sisters in family: ..... Older ..... Younger .....  
Forenames of *older* brothers/sisters: .....  
.....  
.....

Assessment of Pupil's Abilities (circle as appropriate)

School Estimate — English	A	B	C	D	E
School Estimate — Mathematics	A	B	C	D	E
School Estimate — Effort	A	B	C	D	E
General Estimate by Headteacher	A	B	C	D	E

Key: A Well above average  
B Above average  
C Average  
D Below average  
E Well below average

Is the pupil in need of Remedial Education?

No / Possibly / Definitely \*

Reasons for this need of Remedial Education:

Academic Background	
Poor Health	
Known Truancy	
Others	

Outline the main areas if remedial help is required:

Special Interests

Athletic .....  
Artistic .....  
Musical .....  
Practical .....  
Others .....

Attendance

Regular / Irregular \*

\* Please delete as required

LOTHIAN REGIONAL COUNCIL

DEPARTMENT OF EDUCATION

MATHEMATICAL SKILLS RECORD

Pupil's Name \_\_\_\_\_

Primary School \_\_\_\_\_

Teachers completing this booklet

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## The Use of this Booklet

### AIMS

- (1) To give the secondary teacher some detailed information on the Mathematical development of individual pupils at the end of their time in Primary school. Depending on the presentation of this information, the secondary teacher will have the opportunity to be more effective when planning his curriculum for S1 pupils in mixed ability classes.
- (2) The information should assist curricular liaison between Primary teachers in consecutive year groups.

### PROCEDURE

Teachers should complete the booklet noting

- (1) column I (Introduced to the topic)  
M (Mastery of the topic)  
R (Retention of the topic)

These columns should be completed at appropriate stages during the pupils' development. Teachers should enter 4,5,6 or 7 in appropriate squares to identify the year stages at which the skill or concept level was attained.

- (2) the space for "Comment" should be used whenever possible.
- (3) The Secondary teacher may give priority to the progress recorded in "Number" work, but the additional information available in the latter paragraphs can add a richness to the picture presented earlier.
- (4) The booklet should be passed to the Mathematics Department of the secondary school during the last month of the school session.
- (5) The booklet should be recognised as an element in the ongoing liaison activities between the Secondary school and its feeder Primaries.



Skill or Concept	I	M	R	Comment
<u>WHOLE NO. TO 100</u>				
Addition				
Subtraction				
2 3 4 5 tables				
Multiplication				
Division				
6 7 8 9 tables				
<u>WHOLE NO. TO 1000</u>				
Addition				
Subtraction				
<u>Multn.:</u>				
<u>Single Digit</u>				
<u>Two Digit</u>				
<u>Divn.</u>				
<u>Single Digit</u>				
Two Digits				
<u>VULGAR FRACTIONS</u>				
<u>Equivalent Fractions</u>				
Addition				
Subtraction				
Multiplication				

Skill or Concept	I	M	R	Comment
<u>DECIMAL FRACTIONS</u>				
<u>Place Value</u>				
<u>Addn:</u> Column				
Row				
<u>Subtraction</u>				
<u>Multn.</u>				
Single Digit (eg, 3)				
Single Digit (eg, 0.3)				
Two Digits (eg, 2.3)				
<u>Divn.</u>				
Single Digit (eg, 3)				
Single Digit (eg, 0.3)				
Two Digits (eg, 2.3)				



Skill or Concept	I	M	R	Comments
<u>LENGTH</u>				
Units: Metre				
Centimetre				
Kilometre				
Millimetre				
<div> Calculations and Problems </div> <div> Addition Subtraction Multn. Division </div>				
<u>AREA</u>				
Counting Squares				
Unit : Square Centimetre				
Calculations: Areas of				
(i) Standard Shapes (rectangles square triangle)				
(ii) Composite Shapes				

Skill or Concept	I	M	R	Comments
<u>VOLUME</u>				
<u>Units:</u> Litre				
Cubic Centimetre				
Millilitre				
Relationships between these units				
Practical volume work leading to formulae for CUBE and CUBOID				
<u>WEIGHT</u>				
<u>Units</u> Kilogram				
gram				
Practical units. Use of 500g, 200g etc.				
Calculation using kg and g.				

Teacher's comment on pupil experiences and responses in

(i) Time

(ii) Graph Work

(iii) Shape

Teacher's comments on

( i) pupil's grasp of reading and interpretation

(ii) other matters

S.R.A. Reading Laboratories

It might be helpful, mutually, to exchange information about which SRA Labs we use, and perhaps something about how we use them. The High School Annexe has, at present, two of Reading Lab 2c, the brown 1960 edition, which are used with first year classes. There is also one Reading Lab 3a, the blue 1964 edition. We are contemplating abandoning these two labs and concentrating on Reading Lab 3a, the 1973 international edition, with first year. In first year we use the Student Record Books rather than jotters and restrict use of the lab to one four-week intensified session at a time.

Language Syllabus

Finally, the number of different subjects covered separately in a language syllabus can be quite extensive. We've listed below all the things we can think of, but do not imagine that we shall be teaching them all in first year.

The English Department would be grateful if each Primary teacher would indicate in the appropriate box after each item (a) whether it should appear at all on the First Year language syllabus; (b) whether it is taught at Primary School (i) to the whole class, or (ii) just to the ablest pupils; and (c) what term(s) is used in discussing it. A simple tick will do in most cases.

PUNCTUATION	1st year syllabus	taught to all	taught to ablest	term(s) employed
-------------	----------------------	------------------	---------------------	---------------------

capitals

start of  
sentence

proper nouns

titles

direct  
speech



I am trying to find out how boys and girls like you feel when you come to secondary school from primary school. Will you please try to remember your first days in this school and write about how you felt then? You can write about the school, other pupils and teachers and the work you are doing, about things you enjoy and things you do not: if you wish, put the title MY NEW SCHOOL at the top.

Make sure you tell me if you are a boy or a girl and if you have any brothers or sisters older than you at the school. Thank you for helping.

Primary 7 children in their replies to the structured question, gave the following as their main source of anxiety.

	<u>OVERALL %</u>	<u>BOYS %</u>	<u>GIRLS %</u>
VIOLENCE	22.7	26.1	19.4
LOSS OF FRIENDS	21.2	18.4	23.8
GETTING LOST	13.6	12.1	15.0
LACK OF KNOWLEDGE	10.1	6.3	13.8
WORK	9.8	6.3	13.2
HOMEWORK	7.9	7.6	8.1
EXAMINATIONS	6.6	3.8	9.4
NUMBER OF TEACHERS	6.0	5.7	6.2
SIZE OF SCHOOL	4.7	4.4	5.0
TEACHERS	4.1	4.4	3.7
TRAVEL	3.7	5.0	2.5
STATUS	3.1	1.2	5.0

The total number of replies received was 316, made up of 157 boys and 159 girls.

WILL YOU PLEASE COMPLETE THIS QUESTIONNAIRE CAREFULLY. THE ANSWERS YOU GIVE WILL BE VALUABLE IN LEARNING MORE ABOUT PUPILS LIKE YOURSELF MOVING FROM PRIMARY TO SECONDARY SCHOOL.

PLEASE PUT A TICK IN THE BOX TO SHOW WHETHER YOU ARE A BOY OR A GIRL.

BOY	GIRL

IF YOU HAVE AN OLDER BROTHER/SISTER AT THIS SCHOOL PLEASE PUT A TICK IN THE BOX.

--

NOW ANSWER THE FOLLOWING QUESTIONS BY UNDERLINING THE ANSWER YOU FEEL IS MOST CORRECT.

QUESTIONS	ANSWERS		
1. I remember looking forward very much to coming to secondary school.	disagree strongly	disagree	agree strongly
2. I was sorry to leave my primary school.	disagree strongly	disagree	agree strongly
3. I would like to have known more about this school before I came here.	disagree strongly	disagree	agree strongly
4. I enjoyed visiting this school when I was still at primary school.	disagree strongly	disagree	agree strongly
5. I enjoy being at this school.	disagree strongly	disagree	agree strongly
6. I was worried because there were so many pupils at this school.	disagree strongly	disagree	agree strongly
7. I was worried about getting to this school in the mornings.	disagree strongly	disagree	agree strongly
8. I thought I might get lost in this school.	disagree strongly	disagree	agree strongly
9. I enjoy moving from room to room.	disagree strongly	disagree	agree strongly

Please continue with Question 10 on next page.....

QUESTIONS	ANSWERS			
10. The possibility of being bullied in secondary school worried me.	disagree strongly	disagree	agree	agree strongly
11. The work is very different from in my primary school.	disagree strongly	disagree	agree	agree strongly
12. The subjects I am studying here are very interesting.	disagree strongly	disagree	agree	agree strongly
13. I worry about losing things here.	disagree strongly	disagree	agree	agree strongly
14. I have more homework than in primary school.	disagree strongly	disagree	agree	agree strongly
15. I worry about tests and exams here.	disagree strongly	disagree	agree	agree strongly
16. Teachers here are different from in my primary school.	disagree strongly	disagree	agree	agree strongly
17. The work is much harder than in primary school.	disagree strongly	disagree	agree	agree strongly
18. I like having a lot of different teachers.	disagree strongly	disagree	agree	agree strongly
19. I was happier working in my primary school than I am here.	disagree strongly	disagree	agree	agree strongly
20. I expect to do well here.	disagree strongly	disagree	agree	agree strongly

THE FOLLOWING ARE THE RESULTS OF THE QUESTIONNAIRE  
COMPLETED BY 576 PUPILS IN S.1 IN THE SIX  
SECONDARIES STUDIED. %.

		<u>DISAGREE</u> <u>STRONGLY</u>	<u>DISAGREE</u>	<u>AGREE</u>	<u>AGREE</u> <u>STRONGLY</u>
Qn.	1	4	20	55.5	20.5
	2	14	32.5	40	13.5
	3	3	23	52.5	21.5
	4	2.5	5.5	58	34
	5	4	9	57.5	29.5
	6	25	51	18	6
	7	29.5	44	19.5	7
	8	7	18.5	53.5	21
	9	6.5	10.5	47.5	35.5
	10	11	39.5	37.5	12
	11	4.5	20	49	26.5
	12	4.5	19	53.5	18
	13	14	47	28	11
	14	11	19.5	32.5	37
	15	4.5	23	48	24.5
	16	2.5	13	54.5	30
	17	5.5	36	44	14.5
	18	3.5	9.5	55	32
	19	29	43	20	8
	20	2	5.5	66	26.5



OUR VISIT  
TO



MY NAME

-----  
PRIMARY SCHOOL

-----  
AND TEACHER  
-----

THE STAFF WE MET

PRINCIPAL: \_\_\_\_\_

DEPUTE PRINCIPAL: \_\_\_\_\_

HEAD OF LOWER SCHOOL: \_\_\_\_\_

HEAD OF ADMIN: \_\_\_\_\_

HEAD OF RECREATION: \_\_\_\_\_

JANITOR: \_\_\_\_\_

OUR FIRST YEAR:

Our First Year includes boys and girls from five primary schools.

You will be in one of 18 Guidance Groups of 20 pupils according to the initial letter of your surname so that all classes are exactly the same type.



THE LOWER SCHOOL COURSES ARE:

SUBJECT	IS THE STUDY OF
Language	
Mathematics	
Foreign Languages	
Social Subjects	
Sciences	
Practical Arts	
Creative Arts	
Physical Education	
Religious & Moral Education	

A FIRST YEAR TIMETABLE WILL LOOK LIKE THIS

M	English	Science	French	Physical Education	Physical Education
T	Music Drama R.E.	Art	Social Studies	English	Maths
W	Guidance	Social Studies	English	French	Maths
Th	Art	Technical Home Economics		Science	Social Studies
F	Maths	Music Drama R.E.	Science	English	French

Classes start 8.45 am & finish 3.35pm 1 Per. = 65 mins



SCALE 1:1325



JANITORS  
HOUSES



P

ROADWAY  
BARRAGE

KITCHEN

STAFF  
BASE

ADMINISTRATION  
COMMUNITY  
SERVICES

MAIN  
ENTRANCE

P

CENTRAL  
COURT

LECTURE  
THEATRE  
DRAMA

SCIENCE  
GARDEN

P

PROPOSED  
UNDERPASS

PROPOSED DUAL CARRIAGEWAY

1. Trace your route round the Centre using a .....line.
2. Write in the names of the special areas you visit.



## SCHOOL DRESS

1. The Centre colour is \_\_\_\_\_

2. Draw and colour the Centre badge

3. Draw your own designs of school clothing

4. What three items of sports clothing will you  
need ?

\_\_\_\_\_



## WHAT YOU THINK

1. Which parts of the Centre are you most looking forward to using ?

---

---

---

2. Which subjects are you looking forward to studying ?

---

---

---

3. What did you dislike about the Centre ?

---

---

---

4. What will you miss most about your primary school?

---

---

---

5. Write a diary about your visit to the Centre

---

---

---

---